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ABSTRACT

This curriculum and set of support materials are intended to help special educators and others incorporate assistive writing technologies into the writing curriculum and teach the student with a disability how to use the technology. Materials are included to be placed at each computer, which cover the operating basics for both Macintosh and Windows 95 machines. These include instructions for turning on the computer, opening a program, saving your work, opening a saved file, quitting programs, and word processing basics. The next sheets cover word processing while using the Kurzweil VOICE Write: Outloud and Co: Writer software programs. Also included in the packet is a list of assistive technology programs with sources, prices, descriptions, and suggested applications. A teacher's guide on helping students use the computer in writing is modeled as a writing portfolio and follows the four steps of the writing process: (1) pre-writing, (2) writing and revising, (3) publishing, and (4) assessing. The guide includes sections for both teachers and students and provides student activities and examples of each stage of the writing process. (DB)

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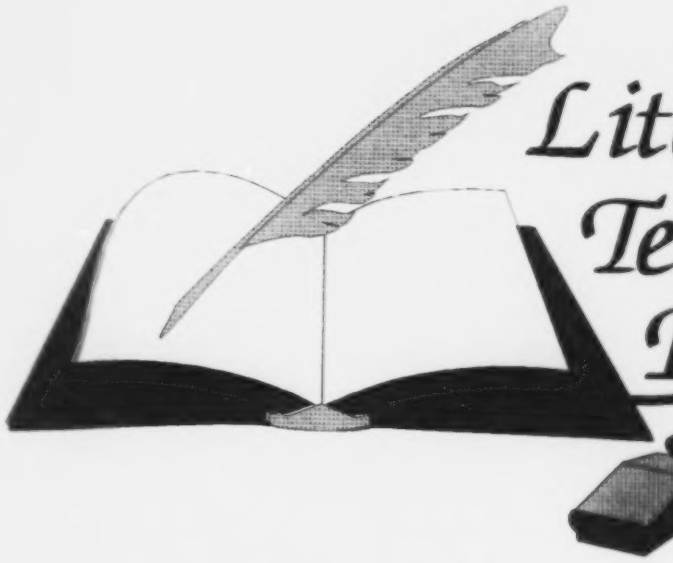

Literacy Technology Project

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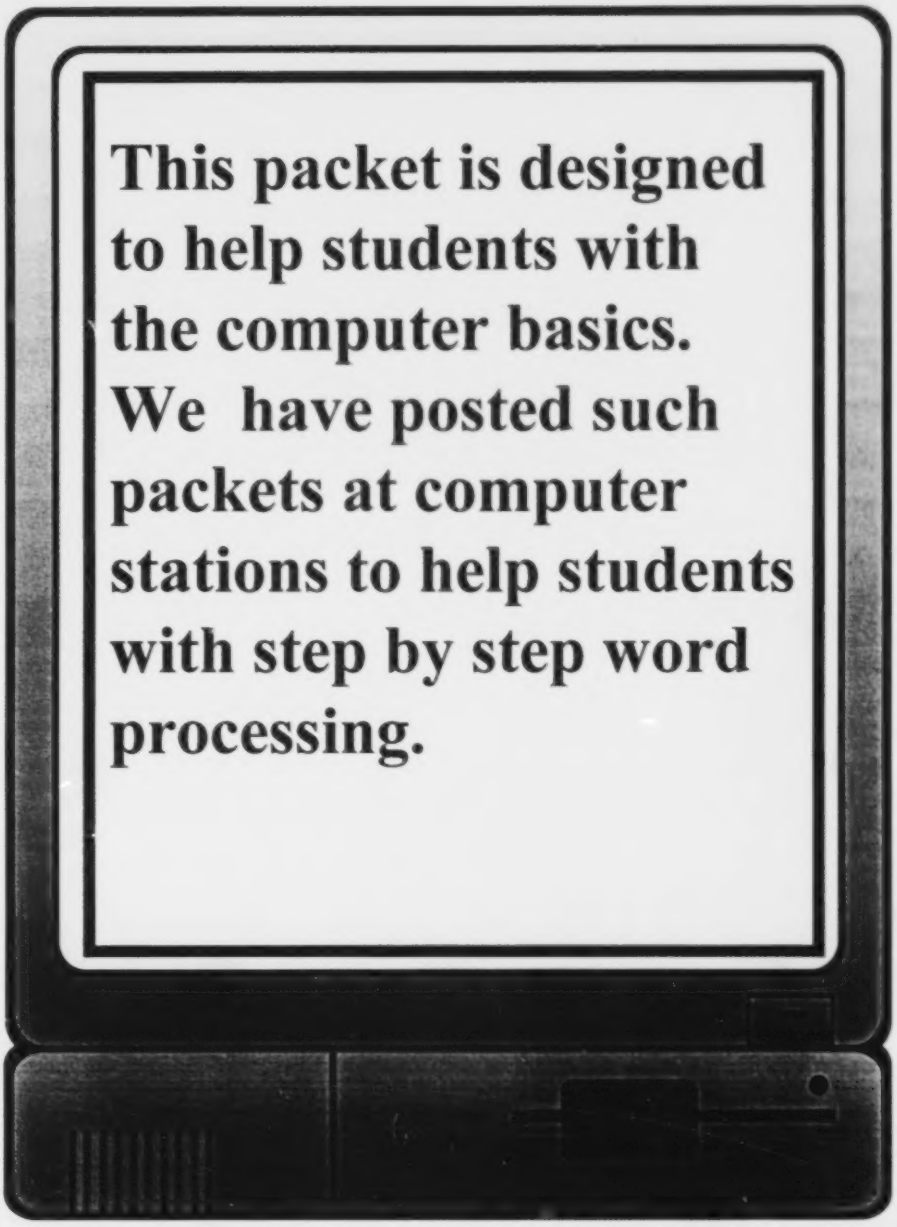
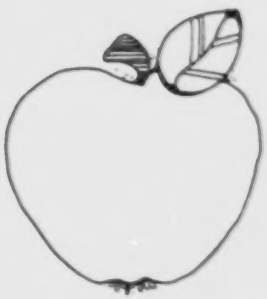
This packet is designed to help students with the computer basics. We have posted such packets at computer stations to help students with step by step word processing.



Feel free to reproduce these packets as instructional materiai.

Word Processing Basics for the.....

Macintosh



To turn on the computer:

1. Find the key on the keyboard with the left-facing arrow. This key is the first key on the right side in the top row. It is right above the delete key and next to the F12 key.

2. Put your finger on this key and press. This turns your computer on.

To open a program:

Place the mouse pointer directly on top of

of the icon for the program and double-click.

To save your work for the first time:

1. Place your mouse pointer on top of the FILE on the menu bar.
2. Hold down the clicker and move the pointer to the word Save.
3. When highlighted, let go of the clicker.
4. A dialog box appears on the screen. Name your work.
5. Move your pointer to the bar at the top left side of the dialog box and hold it down with your clicker.
6. Select "desktop" and find your folder.
7. Double-click your folder to open it.
8. Click on the "Save" button.

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Saving your work:

1. After you have named your work you will need to save it every now and then.

2. Place your mouse pointer on the word FILE at the top of your computer screen.

3. Hold down the clicker and move the pointer to the word "Save." When it becomes highlighted let go of the clicker.

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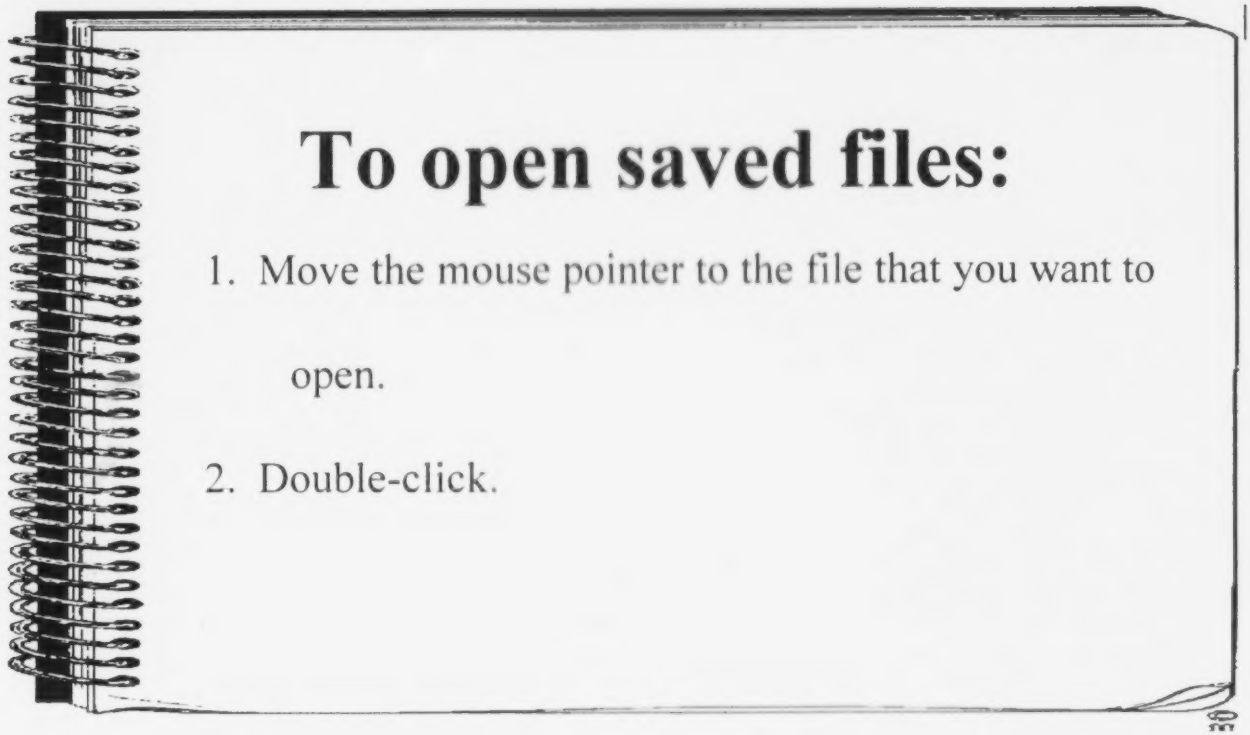
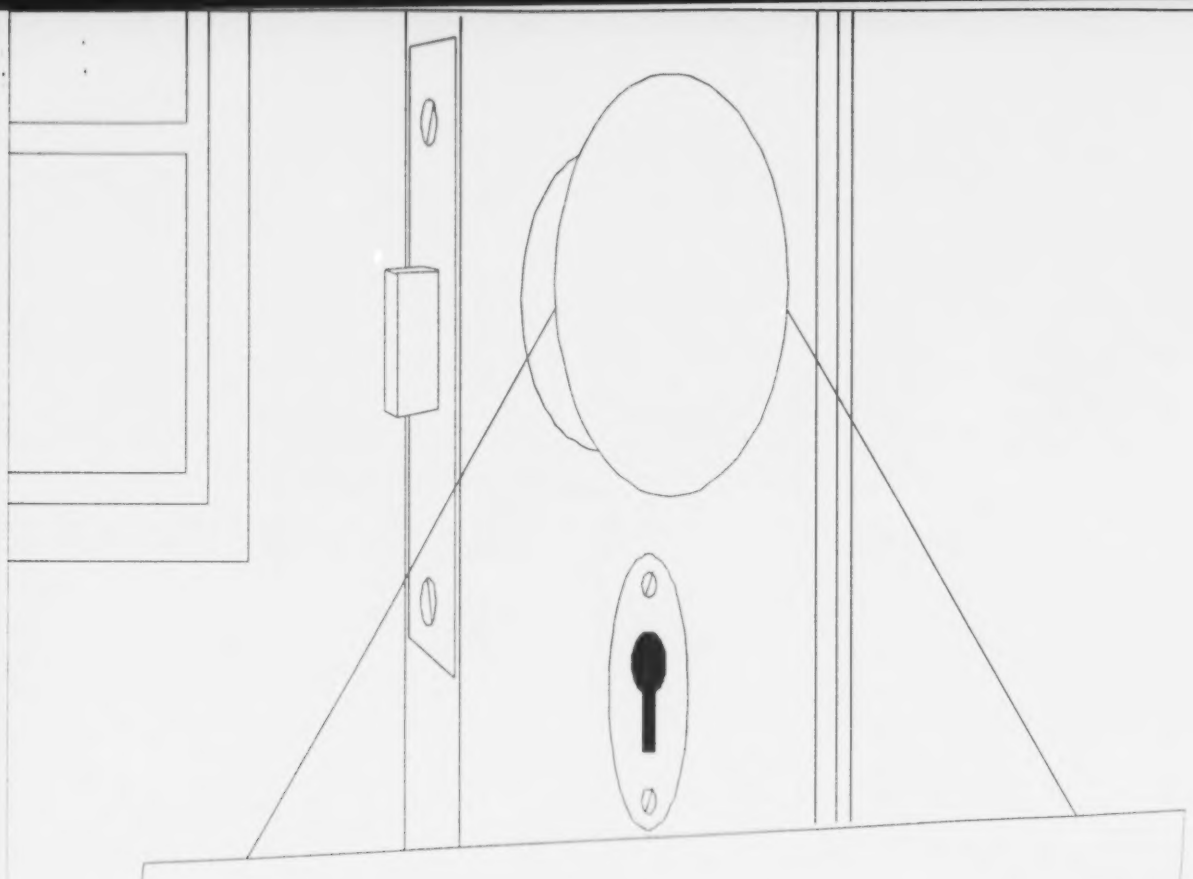


To open saved files:

1. Move the mouse pointer to the file that you want to open.
2. Double-click.



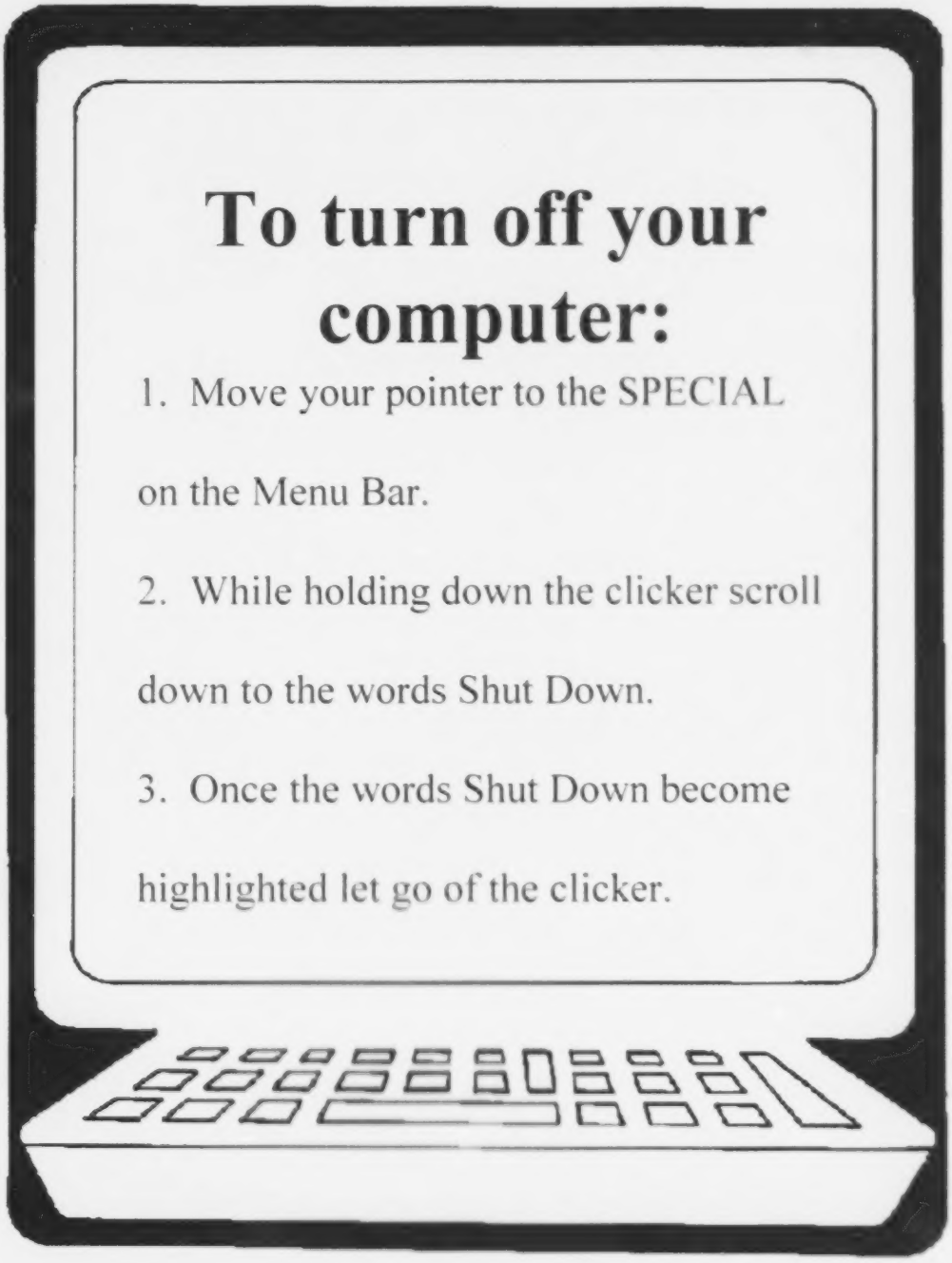
To quit programs:

1. Move the mouse pointer to the word FILE on the menu bar.

2. Hold down the clicker and move the pointer to the word "Quit" and when it becomes highlighted let go of the clicker.

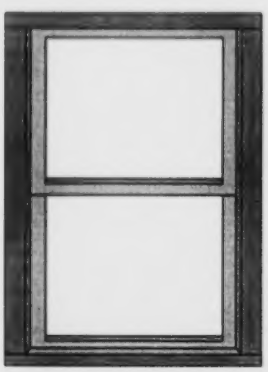
To turn off your computer:

1. Move your pointer to the SPECIAL on the Menu Bar.
2. While holding down the clicker scroll down to the words Shut Down.
3. Once the words Shut Down become highlighted let go of the clicker.



Word Processing Basics for .....

Windows 95



To turn on the computer:

1) Press the round button on the front of the hard drive, usually labeled POWER.

2) Turn on your monitor with the switch located under the right side of the screen.

3) If the power has been left on, (a good idea if you have an anti-virus program), then all you have to do is turn on the monitor and Reboot (Wake up) the computer.

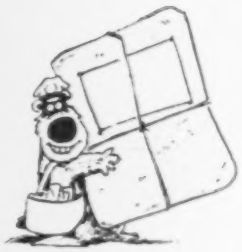
4) To Reboot, press the CTRL, ALT, and DELETE keys.

5) The Windows 95 will show up on the computer screen.

To Open a Program:

☞**Drag your mouse to the bottom of the screen and click on the Start icon. Scroll up to the program that you would like and click on it.**

☞**If you don't see it... ☹ Click on *Programs* and look for the one that you want to use. Click on the program when you find it.**



To Save Your Work for the First Time:

➲Click on the File Menu at the top of the screen. Hold down on the clicker and highlight the Save As option.

➲Let go of the clicker when it has been highlighted.

➲When the Dialog Box appears, use your ← key to move the cursor behind the period and wpd. Type the name of your work.

➲Make sure that the window next to the folder icon says A drive. If not, click on the folder until the A drive appears.
Make sure that you have a disk in the A drive.

➲After you have selected the A drive, click on the Save button in the Dialog Box. This will save your work on a floppy disk.

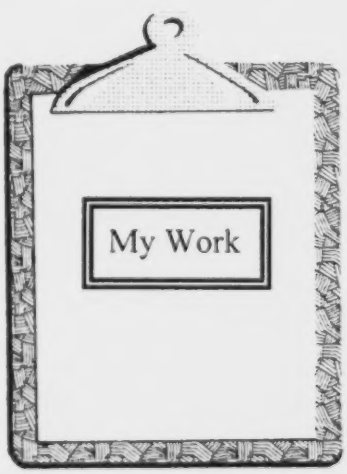
To Save Your Work:

It is a good idea to save your work once in awhile.
To do this.....

☞Click on the File Menu located at the top of the screen.

☞Scroll down to Save.

☞When Save is highlighted let go of the clicker.



To Open a Saved File:

➜Click on the File Menu.

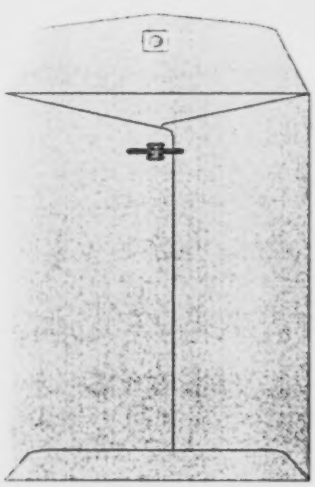
➜Scroll down to Open and let go of the clicker.

➜Double -click on the file that you want to open.

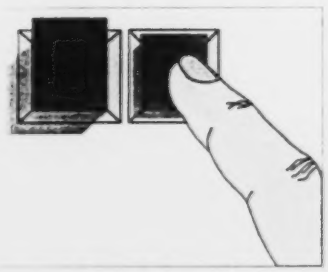
➜Make sure the window next to the folder icon says A drive. If not, click on the folder until it appears.

Make sure that you have a disk in the A drive!

➜If you have a problem finding a document or folder....click on the Quick Finder and type your document name. All names of word processing files are followed by **.wpd**



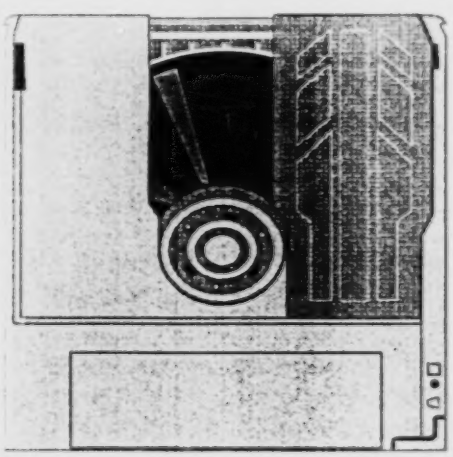
To Quit Programs:



➟Click on the File Menu

➟Highlight the Exit option. Let go of the clicker.

Make sure that you save your work before you exit!!!



To Turn Off the Computer:

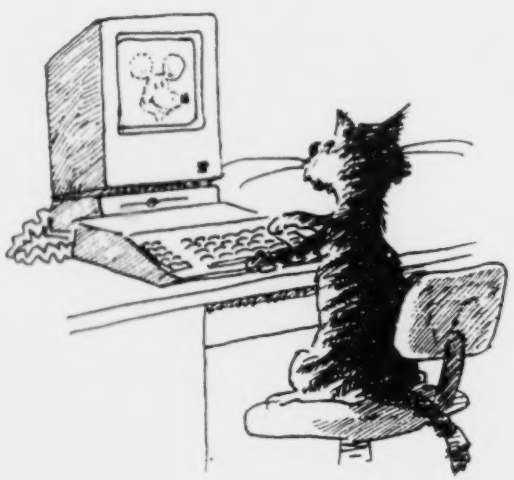
--Go to the *Start* icon located at the bottom of the screen. Click on it.

--Scroll up to the Shut Down option and release the clicker.

--It will ask you if you want to shut down the computer. Click on the YES button.

--Wait until the screen tells you that its safe to shut down your computer.

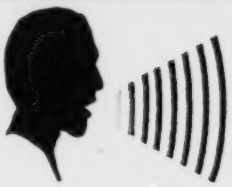
--Turn off the monitor and press the Power button on the hard drive.



Word Processing Basics While Using..

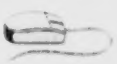
Kurzweil VOICE Write: Outloud and Co:Writer

Kurzweil VOICE and Word Processing



-Click on the ***Start*** icon at the bottom of the page.

-Scroll up to **Kurzweil VOICE** and double-click with your mouse.



-Turn the microphone on by pressing the **Ctrl** and **Alt** key.

-Say "**OPEN**-and Word Perfect." Or use your mouse to click on the ***Start*** icon and then scroll up to the program that you would like. Click on that program.

-After you are in a word processing program, start speaking.
Make sure that the microphone has been turned on!

-Look on the screen to see if the computer wrote the correct word.

☞If it didn't, ☹ look in the **Take Box** to see if the correct word is there. To select a word, Say "TAKE and the number which is next to the correct word"

☞Say "**DELETE-THAT**" if it still writes the wrong word and then the repeat the word that you would like.

-If the computer still doesn't write the correct word you need to become a teacher!☺

☞Say "Correct That" and when the Correct That Window appears, type or use the voice alphabet to say the correct word. The computer has now learned a new word.

-If you need to say commands to the computer Say "**CUE CARDS"** or Say "**ACTIVE WORDS WINDOW"** to find out how to tell the computer what you want it to do

-Say "**FILE-SAVE**" or Say "**FILE-MENU**" and then "**SAVE**" or "**SAVE AS**" to save your document (you can also use your mouse to go to the **File Menu** and scroll down to **Save**)

-To print your document Say "**FILE-PRINT**"

-To exit the word processing window, Say "**FILE-MENU**" and then Say "**EXIT**". You can also use your mouse to click on the file menu and scroll down to exit.

-To exit Kurzweil VOICE, click on the X found in the upper corner of the VOICE center window.

To open Write:Outloud and Co:Writer:

1. Place the mouse pointer on top of the Co:Writer icon and double-click.

2. Move the mouse pointer to the icon for Write:Outloud and double-click.

3. The window for Co:Writer is behind the window for Write:Outloud. Press the "wake up" key (the + key) to bring Co:Writer to the front.

4. Begin writing.

To use Co:Writer:

1. Press the + key. It is on the right side of the computer in the second row, next to the delete key. This shows the window.

2. Enter the first letter of the word you want to type. A list of words is provided for you in the Co:Writer window.

3. If you see your word in the window, enter the number next to it. Or you can move the mouse pointer to your word and click.

4. If you don't see your word, type in the next letter.

5. Keep typing until you have typed the entire word or until you see it in the window.

6. Continue these steps for each word in your sentence.

7. Type in your punctuation. This sends your sentence to the Write:OutLoud window.

8. Press the + key to make the Co:Writer window visible. Now you can start your next sentence.

ASSISTIVE TECHNOLOGY	DESCRIPTION	APPLICATIONS
Write:OutLoud Don Johnston Inc. 800-999-4660 $99.00	Voice output or talking word processor that speaks letters, words, sentences and paragraphs. Simple and user friendly program that requires minimal keystrokes, clicking, and training. Available for Macintosh and PC.	This program is appropriate to use with younger students with learning or cognitive disabilities. It supports multisensory learning because users see and hear their written work. This program also works well for persons with low vision because of the voice feedback. The spell check is the outstanding feature of this program because it "reads" the list of possible corrections for spelling errors.
Intellikeys Intellitools 800-899-6687 $395.00	Intellikeys is a modified and expanded keyboard that plugs directly into the computer and provides instant access. The alternative keyboard comes with six keyboard layouts that are easy to see, touch, and understand. You can also create your own overlays for the keyboard. This system is available for both platforms.	Intellikeys is suitable for children and adults with visual, physical, or cognitive disabilities. The keyboard enables users to access standard learning and writing software. This works well with Intellitalk as a communication device.
Intellitalk Intellitools 800-899-6687 $39.00-$49.00	This software is a voice output word processor program that reads whatever is typed onto the screen back to the user. The menus provide pictures/icons that represent text commands. This program is available in Espanol and for both platforms.	Intellitalk is designed for people with cognitive, learning, and language disabilities. The student can have the program speak the entire document, a specific paragraph, sentence, or word. You can customize word pronunciations. This program works well with Intellikeys as an augmentive communication device.

ASSISTIVE TECHNOLOGY	DESCRIPTION	APPLICATIONS
Co:Writer Don Johnston Inc. 800-999-4660 $290.00	Word Prediction software program that uses artificial intelligence to predict words that reflect rules of grammar, subject-verb agreement, frequency of use, and user interests. As the user types, a list of words is predicted that starts with the letter type. The user then selects the desired "predicted" word. The word is automatically inserted into the text. Available for Macintosh and PC.	This program can be used for students with physical, language, learning, and cognitive disabilities. It facilitates the writing process by decreasing the number of keystrokes, assists spelling, enhances letter and word recognition, and provides auditory and visual feedback. Co:Writer must be used with a word processing program. WordPerfect, Claris Works, Microsoft Word are appropriate programs, however, when used in conjunction with Write:OutLoud or Intellitalk the applications and feedback are enhanced.
ScreenDoors Madenta Communications Inc. 800-661-8406 $595.00	This alternative keyboard is found directly on the computer screen and is accessed by pointing and clicking. This program is designed to emulate a standard computer keyboard. The on-screen keyboard can be used to type text by selecting the desired character, number or function with the mouse and clicking the mouse button. This program has word prediction capability. Available for the Macintosh.	This program works well for people with physical disabilities and who are unable to access the conventional keyboard. ScreenDoors can be used with a variety of input devices such as trackballs, joysticks, head pointers, and the mouse.

ASSISTIVE TECHNOLOGY	DESCRIPTION	APPLICATIONS
Alpha Smart Pro Learning Services 800-877-9378 $269.00	Portable word processing notebook computer that acts as an alternative keyboard and increases technology accessibility. It allows students to enter or edit text and transfer to a Macintosh or PC.	The keyboard can be used for students with physical, cognitive, learning, and language disabilities. It is portable, lightweight (2 lbs.), and runs on two AA batteries. It can be used by students who need the simplicity and ease in a laptop and use it for note taking, writing assignments, and story writing, especially when writing is physically and mentally difficult. Software can be purchased to convert edited files from the computer back to the notebook. This software is called *Get Utility* and is available through Learning Services.
Laser PC5 Perfect Solutions 800-726-7086 $290.00	Portable word processing unit that prints directly to a printer and import files to Macs or PC-compatibles. This unit can be used to write and spell check documents, keep track of appointments, keep an address book, do math, and as an alarm clock.	The functions of this notebook are suited for students with cognitive, learning, language, and physical disabilities. The spell check is a nice feature..
DreamWriter NTS Computer Systems LTD. 800-863-7163 $269.00	Portable word processing unit with many of the same functions as the Laser PC5 and Alpha Smart Pro	

ASSISTIVE TECHNOLOGY	DESCRIPTION	APPLICATIONS
DragonDictate Dragon Systems 800-624-7987 $395.00-$1,695.00 *Power Secretary* Articulate Systems/Dragon Systems 800-624-7987 $595-$1,995	A speech recognition system for PC computers that allows the user to control the computer system and access word processing programs through voice commands. Power Secretary is a voice recognition that is designed for the Macintosh.	Voice Recognition programs can be used for students with physical and learning disabilities. May be appropriate for students with language and cognitive disabilities depending upon word recognition and sight vocabulary. Users need to have clear speaking voices or the patience to train the system to the idiosyncracies of their voice patterns.
Kurzweil Voice Recognition Kurzweil 800-380-1234 $650.00	Voice recognition program that allows the user to use voice commands while using the computer. The system allows the user to run MS-DOS and Windows based software by speaking into a microphone.	This system is good for anyone who has difficulty using a keyboard or for students who have difficulty with the writing process and have strong verbal and oral skills. An optional voice output module, Metavoice, can be used to provide an audio confirmation of what the computer hears for persons with visual or cognitive disabilities. ($2,495.00-Adaptek Systems-800-685-4566)
TouchWindow EDMARK 800-362-2890 $335.00	Computer interface system that attaches to the screen and allows the user to readily touch and see action on the screen.	Since it allows you to interact directly with the computer it is ideal for younger students with cognitive disabilities

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Writing With Computers

Idaho Center on Developmental Disabilities 1997

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Acknowledgments

Collaborative Effort by:

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Introduction

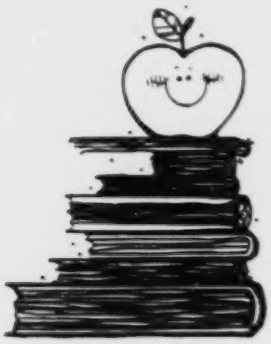
"Like a pencil or a pen, computers are only a tool. They reflect the skills of their users and are only as helpful as we choose to make them. In order for computers to improve writing, we need to become comfortable with how they work and how to incorporate them into the classroom and into the writing process.

Using computers will not change the writing process; the steps remain the same whether you write on paper or on a computer. The benefits of using computers with writing are: students write more, spend a greater amount of time editing, take more risks, and have a better overall attitude about writing."

The Authors

DRAFT

Dear Teacher:



The combination of writing and computer portfolios demonstrates that writing is a process and not just a final product. The use of computer portfolios will help your students organize their writing and give you the opportunity to see their creativity and growth.

This guide is designed to aid you and your students in using the computer to facilitate the writing process. It is modeled as a writing portfolio and follows the four steps of the writing process. These steps include:

1. Pre-writing
2. Writing and Revising
3. Publishing
4. Assessing

Throughout the guide, there are sections for both the teacher and the student. There are student activities and examples of each stage of the writing process.

As you read through the writing portfolio of our resident author Al E. Cat, we hope that you will find activities and ideas that will help your students show off their best writing work.

Have Fun!

The Authors

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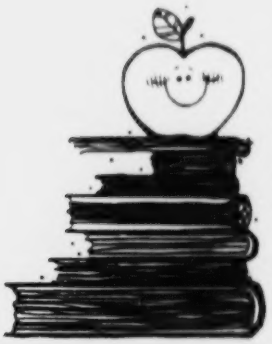
Dear Teacher:



This manual is designed to assist you as you begin or continue to use computers in your classroom. It has been a "work in progress" over a three year period. During this time, the Literacy Technology Project has helped students with disabilities access the writing process through the use of computers.

The manual is divided into two parts. The first part contains general information about using computers. It includes sections on the following topics:

- How to incorporate computers into the classroom
- How to use assistive technology with students who need help accessing the computer
- How to familiarize your students with the computer
- How to set up writing portfolios

The second section of the manual follows our resident writer, Al E. Cat, as he uses the writing process. We hope you find the suggestions for both students and teachers in this guide useful as you incorporate computers into your classroom.

The Authors

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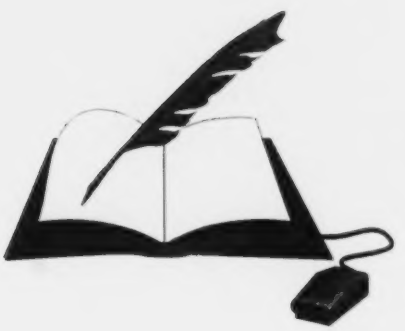
Al E. Cat Uses the Writing Process



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Using Computers:

-Incorporating Computers
-Assistive Technology
-Student Activities
-Setting up Writing Portfolios

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Incorporating Computers

Some ways to incorporate computers into the classroom:

Create Stations:

Some classrooms are not fortunate enough to have a computer for each student. In order to allow all your students to take advantage of the computers, establish computer work stations. Since not all stages of the writing process require the same amount of computer time, set up a rotation schedule. Editing and brainstorming can both be done on paper before working at the computer. You can encourage your students to work together and take turns on the computer. This way your students will be learning from each other while also spending more time at the computer.

Post Cue Cards:

Sometimes students need reminders of how to work the computer. When you provide easily accessible directions to your students, you teach your students not only how to find their own answers but you also avoid unnecessary interruptions. The computer directions should be posted by the computer stations and have simple step by step instructions. You may also want to post a checklist telling students what they need to do before they leave the computer (i.e. close files) so it is ready for the next student.

Provide Keyboarding Programs:

In order to make the most of the computers, keyboarding skills are essential. Like any skill, your students will need to train their fingers with lots of practice. To start your students with good habits, there are numerous keyboarding programs that you can put on your computer. You can place a copy of the program in each of your students' portfolios for easy access. Examples of keyboarding programs include: Ultra Key, Mavis Beacon Teaches Typing, and Typing Tutor.

Use Portable Word Processors:

Portable word processors like the Alpha Smart and Dream Writer (around $250) can add to your classroom computer stations by providing a less expensive option than another computer (around $2000). They provide the option for students to bring computers home to finish work. This portable word processor can also be used as an alternative keyboard. This is beneficial for those students who may need a different keyboard due to poor letter recognition, a physical disability, or other reason.

Set Up Peer Tutoring:

You will probably find that your students are very knowledgeable about computers. Encourage your students to show off their talents by assisting and teaching each other.

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Assistive Technology

Some students may need extra help accessing the computer. Computer companies have recognized the need for assistive technology. Some examples of assistive technology are listed below.

Alternative Keyboards:

These consist of any tool that enables the user to access the computer while bypassing the traditional keyboard. Some examples include touch screens, portable word processors such as the Alpha Smart and Dream Writer, and other modified keyboard layouts such as IntelliKeys or one handed keyboards. The keyboards plug into the same place as the standard keyboard. These keyboards can also be combined with a variety of other input devices such as trackballs, joysticks, and head pointers to further meet the needs of students.

Word Prediction Programs:

These software programs such as Co:Writer, use artificial intelligence to predict words that reflect rules of grammar, frequency of use, and user preferences. They decrease the number of keystrokes, assist spelling, enhance letter and word recognition, and provide auditory and visual feedback. They must be used with a word processing program.

Voice Recognition Programs:

These programs allow the user to operate the computer virtually hands free. The user can dictate documents and give voice commands to the computer via a microphone. Some examples of these programs include Dragon Dictate and Kurzweil:Voice.

When using assistive technology, curriculum changes are minimal. Cue cards specific to the assistive technology are helpful to encourage students to answer their own questions. Instead of a focus on keyboarding skills, students need time to become familiar with their particular program. Once your students have mastered their assistive computer tool, they will need the same help and guidance in writing as the rest of the class.

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Student Activities

Working with Fonts

A b *C* **d** e F G *H I j K*

Students enjoy changing the looks of their writing. This activity allows students to do this while helping them become familiar with the different font styles and sizes.

Ask students to write their spelling sentences, stories, or other assignments on the computer. Using a variety of font styles and sizes, encourage students to express the meaning of words through the use of font tools. For example, use the italic option to illustrate the meaning of *freezing* or enlarge the word **GIGANTIC** for emphasis. This activity not only familiarizes students with word processing options but also encourages creative word choices and builds vocabulary.

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Student Activities

Shaping Your Writing

This activity is designed to increase keyboard and mouse familiarity. It also gives students the opportunity to present their works in new and exciting ways.

Ask students to compose songs, poems, stories, etc. in the shape of the topic they are writing about.

To shape your writing: There are a variety of ways to move text around. Text can be moved by using the space bar, tab key, and the enter key. It may also be moved by using the mouse and the 'cut and paste' options. Give the students a list of options and ask them to use as many ways as they can to shape their writing. They can then report back on which way works best for them.

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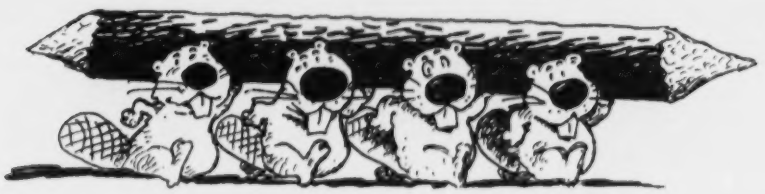
Student Activities

Sequential Writing



Use this activity for brainstorming, comprehension, and learning the importance of clarity and cohesion in writing.

Ask students to write a collaborative story using a portable word processor or taking turns at the computer. Each student writes a few sentences and then the story rotates to the next student. The students must read the previous entry and then expand on the story. After everyone has gotten a chance to write, print a copy of the story for each student. As a class, work through the steps of the writing process. This exercise familiarizes your students with the writing process as they embark on their own writing experience.

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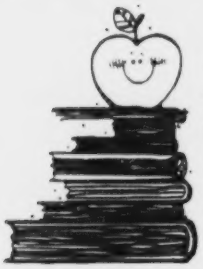
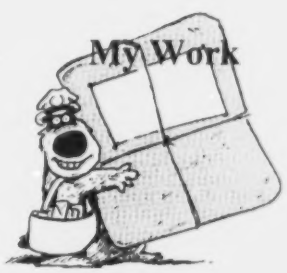
Setting Up Writing Portfolios



For the Teacher: Within the many steps and stages of the writing process, you find an abundance of opportunities to look at and evaluate how your students use the writing process. This is why it is a good idea to keep a writing portfolio or folder. It gives your students a chance to show off all of their hard work and it helps get them organized. All teachers love this idea! By providing templates and check lists within the portfolio you also offer some structure for those students who may need a little boost. Perhaps the thought of setting up numerous templates, folders, and check lists may make some of you a bit weary. Please don't panic. Once you've established one student's folder you can use the computer to copy a portfolio for all your students. In the end, the organization will actually save you work and time!

To create writing portfolios for your students, create a portfolio to be stored on the hard drive, desktop, or floppy disc. Within this portfolio create other folders to categorize your students' work. You may choose whatever categories work best for you. For example, you could create a 'pre-writing' folder, a 'works-in-progress' folder, a 'finished product' folder, an 'assessment' folder, and a 'personal' folder.

We use writing to communicate our thoughts, feelings, opinions, and ideas. This is why it is important to give your students a place for their written work. Explain to them that not all writing must be shared and the importance of respecting the privacy of others. Help them incorporate writing into their lives outside of school. Encourage the use of journals, logs, letter writing, etc. Individual portfolios can act as a scrapbook of their childhood experiences.



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Setting Up Writing Portfolios

For the Students: You use a writing portfolio to store all of your hard work. It may include your writing ideas, reflections on your writing, responses to your classmates' work, revising and editing checklists, spelling rules, dictionaries, rough drafts, and all of your final and favorite products. The writing portfolio provides you with ideas from previous writing experiences and gives you a chance to see what you are good at and where you need to improve. The portfolio is an opportunity for you to show off your work and watch your writing growth .When you participate in the writing process and save your work in a portfolio, it is important to be prepared, stay organized, keep on schedule, ask for help, and DARE TO BE CREATIVE AND GREAT!

Remember that writing can be used to request something, stay in touch with a friend, communicate new information, of keep track of events and most importantly a way to express yourself. Not all of your writing must be shared with the public. Some writing is personal and should be saved for you or to share with a close friend. Keep all of your personal writing such as journals and letters in a separate folder from the rest of your work. If your computer is hooked up to the Internet you can even send letters to friends and family via the computer!

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Al E. Cat's Writing Portfolio

Pre-Writing: *Brainstorming, Writing Prompts, Outlining*

Works in Progress: *Drafting, Editing, Comments, Vocabulary List*

Final/ Publishing: *Layout, Graphics Folder, Author's Page*

Assessing/Reflecting: *Teacher and Student Comments, Personal Reflections, Reminders for Next Time*

Personal Folder: *Journals, Letters, Favorites*

Al E. Cat uses the computer to set up a writing portfolio.

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Pre-Writing Folder:

-Brainstorming
-Al E. Cat Brainstorms
-Writing Prompts
-Narrowing Down Ideas
-Getting Ideas Down
-Al E. Cat Free Writes
-Student Activities
-Outlining
-Al E. Cat Outlines

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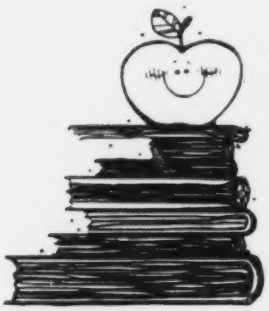
Brainstorming



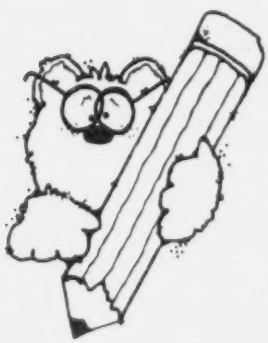
For the Teacher:

Brainstorming is a method where students can generate ideas for their writing in a group or individually. There are four points for everyone to keep in mind during a brainstorm session:

1. Write down everything that you can think of about your topic.
2. There is no special order to follow.
3. There are no rules to follow in the process.
4. Keep all ideas.

Stress to your students they are not to judge anyone's ideas. Silly ideas are fine to write down and sometimes lead to the best finished product.

For the Students:



Ideas are all around you, but you need to reach out and grab them! As you go about your day, look at the world around you. Watch people. Notice the things that happen to you and to others. Look closely at your world. Write down your observations. Choose a way to keep track of them. You could write them in a notebook, type them on the computer, or put them on cards. It doesn't matter where you write them, just write them down!

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Al E. Cat Brainstorms

The mous that got away
Visitin the aquarium
The menest cat in town
My first hairbal
Why do we alwys land on our feet?

Al E. Cat uses his computer to brainstorm.

DRAFT

Writing Prompts

For the Teacher:

Sometimes getting started with writing takes more than brainstorming. Setting up an "ideas" file and a "writing prompts" file is a great way to prepare for those days when creative juices seem to be on vacation.

Computer Activity:

In addition to providing some writing prompts in your students' portfolios, ask them to create their own prompts.

Encourage your students to use graphics to illustrate their story starters. Graphics can make writing prompts even more effective. For some students, all it will take is a picture to start the ideas flowing.

Writing prompts can elicit all types of writing. The following prompts can produce persuasive, informative, imaginative, and expressive writing.

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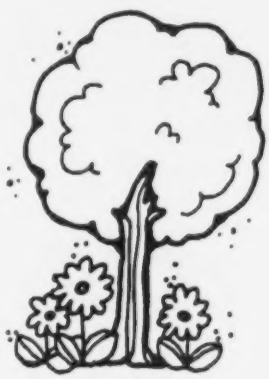
Writing Prompts

Persuasive . . .

You have been asked to design an advertising campaign for the Idaho Tourism Department. Convince the public that Idaho is a great place to visit.

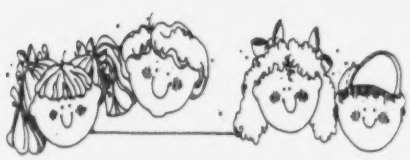
Tell me why it is important to vote in elections.

Why is it important to recycle?



What is the most important classroom rule? Why do you think this rule is most important?

Do you think that people should learn more than one language? Why?



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Writing Prompts

Informative . . .

Write directions for getting to your favorite place from here. Be sure to include places that you see on your way.

Describe how a telephone works. You can use facts or your imagination.

Who are your favorite musicians? Tell me about them.

Describe an ice cream cone using each of the five senses: sight, smell, taste, touch, and sound.

Tell me about your favorite thing to do on the weekends.

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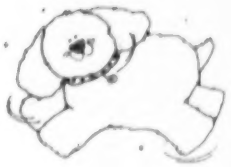
Writing Prompts

Imaginative . . .

You find a magic potion that will turn you into an animal. What kind of animal would you turn into? What kinds of things might you do as this animal?



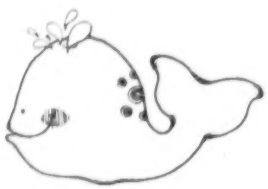
Write a story about a dog, balloon, and a bike. What kind of adventure could they have together?

How would life be different if frogs could fly on their lily pads?

You have been sent to a different planet to investigate. Write about what you find there (creatures, landscape, technology, etc.).

Imagine that you have the ability to become invisible. Write about where you would go and what you would do.

Finish the following: If I lived under the sea . . . .



If you could create a bug, what would it look like? Would it fly, swim, or walk? Name your bug.

You have the ability to write a computer program that will perform any task you desire. What task would you tell the computer to do? How would this make your life easier?

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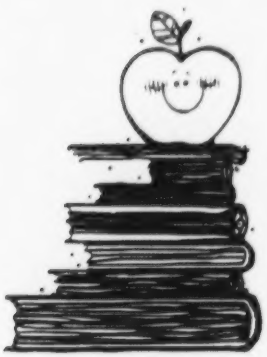
Writing Prompts

Expressive . . .

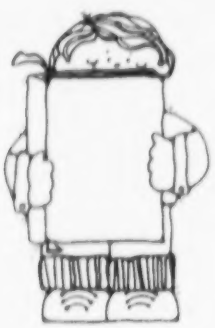
Finish the following: " I just love it when . . . ."



If you were in charge of the school how would you change things?

My ideal day would consist of . . . .

Write a story about your most embarrassing moment.



I remember the first time that I . . . .

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Narrowing Down Ideas

For the Teacher:

Once your students have generated a list of topics and placed it in their "ideas" folder, it's time to choose a topic to write about! Here are a few activities to ease this process and insure that a topic is well thought out.

For the Students:

Computer Activities:

Get together with a partner. Take turns looking over each other's list of ideas. Using the computer, take turns expanding on 2 to 3 of these ideas. Don't worry about punctuation or spelling. Write as many ideas as you can think of that relate to your topic. Pick the topic that you have written the most about and/or are the most excited about.

After you have narrowed your topic list to one or two choices, get back together with your partner. Have a conversation on the computer. Don't talk out loud. Instead, type a question on the computer and have your partner type his or her answer. Take turns. First one person asks all of the questions and the other one answers. Then switch places. Ask each other questions about your ideas. This will help you think more about writing other things. Save the file and use it later when you begin writing.

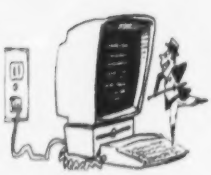
DRAFT

Getting Ideas Down

For the Teacher:

Webbing acts as a kind of visual brainstorming. It is a process that helps students generate more ideas related to what they will write about. Webbing can also eliminate those ideas the student may not find relevant to the story. Have your students write their topics in the center of a piece of paper. Draw a box around it. Add details around the box in the form of a web. Think of the 5 W's: when, where, why, who, and what. Some questions to keep in mind are:

> **Who** will be involved in the story? **How** would I describe the characters? **Who** is the main character?
> **What** will happen?
> **Where** will the story take place? **How** should I describe the setting?
> **When** is the story taking place?
> **Why** am I writing about this? **What** is the main point, theme or idea of my writing?



For the Students:

Computer Activity:

Now let's do some free writing!
Put your web in front of you. Look at the web for ideas and begin writing. Don't stop to correct spelling or punctuation. Don't worry about making complete sentences or making sense. Just get your ideas down. Write for about five minutes, longer if ideas are still coming.

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Al E. Cat Free Writes

a big meen Tom cat is bothering everybody. His name is Rasputin. Rasputin is nasty he has long claws. He sharpens his claws twice a week so that he can scratch littler cats. He'll fight you if you look or meow wrong. He loves beautiful lady cats and he loves to dance. Harry is a handsum, smart cat. Rasputin hates Harry because all of the girls love Harry. Rasputin is in love with with Harry's girlfriend Kitti, but Kitti loves Harry, she is afraid of Rasputin. Harry anf Kitti figure out a plan. They decide to trick Rasputin and get him out of town. Kitti will invite Rasputin to go with her to the Feline Felicitations night club. When he's full of good food, Kitti will invite him owtside where Harry has fixed up a pit covered by grass. Kitti will wuk next to the hole and Rasputin will fall in. Then they'll get the other cats to help them rap him in a net and take him to Old Lady marshall's house. Old lady Marshall likes cats. She has lots. But she keeps them in the house and doesn't let them fight.

Al. E Cat uses his computer to free write.

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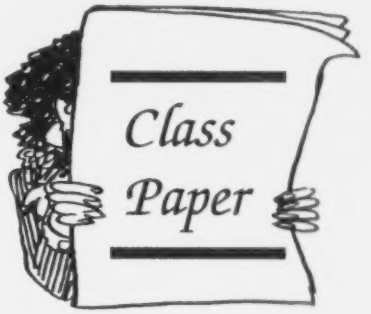
Student Activities

Writing is More Than Just Stories

To encourage writing, it is important that you have students write in a variety of forms from letters to lyrics. Ask students to use the computer to produce advertisements, announcements, signs, newsletters, etc. You may also want to set up a template for making a classroom newsletter or magazine.

Ideas for Your Newsletter: Students can write a variety of articles for the newsletter including: comics, fictional works, news articles, ads, and editorials. They can also take turns doing layout, article assignment, and other related newspaper/magazine tasks. This is a great way to get your students excited about writing while exposing them to the practical applications of writing and computer knowledge.



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Outlining

For the Teacher:

Outlining is a process of organizing one's thoughts before the drafting process begins. Although it may vary depending on the type of work written, the basic format remains the same. An outline starts with the central or main idea and filters down through the content areas of the writing. It is great for students who need some direction while beginning the writing process.

At the outlining stage it is important for students to identify the type of writing piece they will be working on. A story or letter may have a less formal outline than that of a research paper. Whatever the format, the outlining process will help students develop strong central ideas which will lead to more cohesive writing.

I. The Outlining Process

A. Starts with central idea
   1. Basic format the same for all types of writing
   2. May vary in formality for some types of writing
      a. letters and stories may be less formal
      b. research papers need to be more detailed

B. Keeps the writing cohesive and organized
   1. Provides direction
   2. Easily done on computers

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Al E. Cat Outlines

I. Rasputin the meen Cat
- A. Harry's enemy
- B. Likes girls especially Kitti

II. Plan to trick Rasputin
- A Kitti and Rasputin's date
  - 1. Fill Rasputin with food
  - 2 gras pit trick
- B Trapping Rasputin
  - 1.other cats help
  - 2. Bring to old lady

III. Rasputin's new life
- A. Can't fight anymore
- B. Kitti and Harry are happy

Al E. Cat uses his computer to write an outline.

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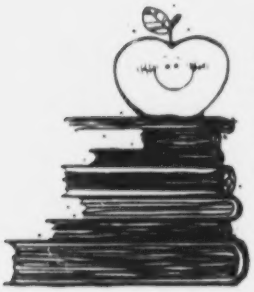
"Works-in-Progress" Folder:

-Drafting
-Al E. Cat Drafts
-Student Activities
-Writing Leads
-Writing Endings
-Al. E Cat Writes Leads and Endings
-Editing
-Al E. Cat Edits
-More Student Activities

Drafting



For the Teacher:

Now it's time to write a draft. During this process, the students will use their pre-writing ideas, web, and outline to start their first draft. At this point, the students should not worry about correct punctuation or spelling. Editing will take place later. The most important thing at this stage is to get the ideas down on paper.

For the Students:

Look at all of your pre-writing ideas including your web and outline and begin writing your story. Don't worry about punctuation and spelling. These will be fixed later. Use as many details as you can. Get a feeling for your characters and remember to answer the W questions (Who, What, Where, When, Why, and How). Use your five senses so your readers will feel as if they are part of the story. With words create a picture of where the story takes place, who the characters are, and what they are doing.

Using the Computer:

The computer can simplify writing. Teach your students about the computer cursor. Show them how they can add new text with the 'cut and paste' feature of the computer.

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Al E. Cat Drafts

Once there was a cat named Rasputin. He was mean and nasty. In fact, he was the meanest, nastiest cat in the hole neigborhood. Every day he would sharpen his claws so that he could scratch smaller cats. All of the cats in Rasputin's neighborhood were afraid of him except Harry. Harry was a brave handsome cat. Harry had a girfriend named Kitti. Kitti and Harry liked to go dancing at Feline Felictations Nightclub. When they danced, everybody loved to watch. They wood flote over the floor like they were only dancing on two feet. One night Rasputin came to eth club. Wehn Harry went to get some catnip appetizers for him and Kitti, rasputin came over and asked Kitti to dance. He loved Kitti, but Kitti was afraid of Rasputin. She was so . . .

Al E. Cat uses his computer to write a first draft.

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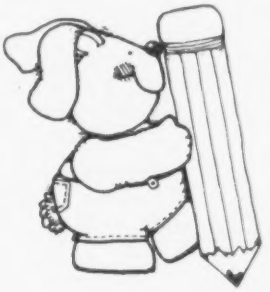
Student Activities

Story Sequence

Story grammar refers to the format which most stories follow. Students' comprehension improves when they are able to recognize the parts of a story and how it is organized. You can transfer a story from CD Rom or type a story into the computer. Then rearrange the order of the story or cut the story into pieces and pass these parts to your students. Read the original story aloud. Students can work alone or in groups to put the story back into its proper order. To help your students become familiar with the 'cut and paste' options, ask them to work on this task at the computer.



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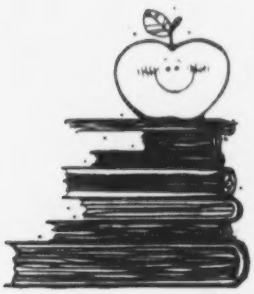
Writing Leads

Some people like to think of the beginning of a story during the pre-writing stage, while others prefer to wait until later in the writing process. You may want to discuss leads and endings before you begin drafting.

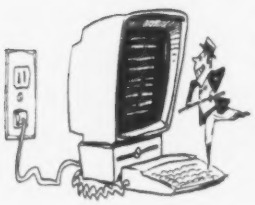


For the Teacher:

The opening of a story should grab the attention of the reader. Talk to your students about ways to make their opening "hook" their readers and encourage them to continue reading. Some ways include: starting with a question, startling statement, interesting dialogue, or gripping description.

For the Students:

The first part of your story is your chance to grab your readers and make them want to keep reading. Think about stories that have interested you. How have these stories begun? It is a good idea to come up with several leads and read them out loud. See how they sound, ask a friend to listen to them, and then choose the best one.



Using the Computer:

Keep a file of leads and refer to this file when choosing a beginning. Use the 'cut and paste' feature of the computer to insert your lead into your story.

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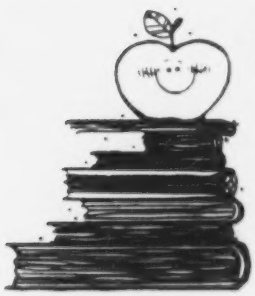
Writing Endings

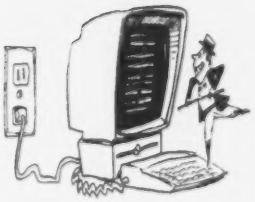


For the Teacher:

The ending of the story is as important as the lead. The ending should be closely connected to what has previously happened. It should make the story seem complete. After finishing the story the reader should feel satisfied. Discuss with your students some endings they enjoyed and others that they didn't.

For the Students:

As with the lead, you may need to write more than one ending before you find the best one. Choose an ending that will pull the story together. Read your endings out loud. Ask yourself if you think your readers will be satisfied with the ending? Does the ending make sense with the rest of the story?



Using the computer:

Use the computer to create an 'endings' file. This way when you choose the best ending all you need to do is 'cut and paste' it to the end of your story.

DRAFT

Al E. Cat Writes Leads and Endings

LEADS:
Have you ever been scratched by a mean tom cat?

Rasputin was the meanest, nastiest cat in town.

Did you ever hear about the time that Handsome Harry and his girlfriend Kitti got rid of the meanest cat in town?

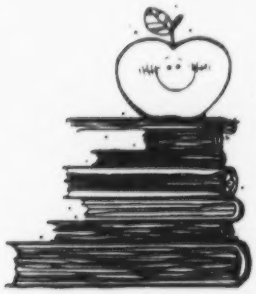
ENDINGS:
Rasputin doesn't hurt other cats anymore. He is fat and lazy and his claws are gone so he can't even scratch. Harry and Kitti got married and have five cute kittens

Rasputin went to live with a lady in the country. She had him declawed so that he wouldn't scratch her furniture. He lives inside her house and is fat and lazy. He can't hurt anyone anymore.

Al E. Cat uses his computer to write leads and endings.

DRAFT

Editing



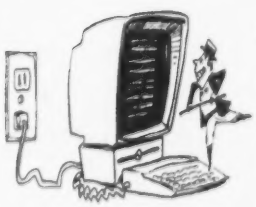
For the Teacher:

The writing and revising process can be time consuming. The amount of drafts needed before the final editing stage will vary among your students. It is a good idea to fix the biggest problems first such as story structure, then edit for spelling and punctuation. Teach your students how to proofread. Have them proofread both their own and other students' works. You may want to introduce basic marks used by editors such as the paragraph mark, move arrows, run on sentence marker, etc. Remind your students that although the computer can help with spelling mistakes it is still essential to proofread. The computer doesn't catch all mistakes, especially homonyms.

For the Students:

Read your story out loud. First, make sure it makes sense. Circle those areas that need improvement. Use the 'cut and paste' features and the cursor to fix these trouble spots. Exchange stories with a friend and take turns proofreading each other's work. Make a checklist to be sure that you have done all the necessary editing. Check for capital letters at the beginning of sentences, correct punctuation at the end of sentences, and check your spelling using both the computer and a dictionary.

Using the Computer:



Pair up with a partner at the computer. Take turns editing each other's stories. Use the spell checker on the computer. Be careful of words that sound the same but are spelled differently. The computer won't correct these words. That is why it is important to also use a dictionary.

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Al E. Cat Edits

Harry loved Kitti, but Kitti was afraid of Rasputin. She was so afraid she couldn't answer him. She just sat there. Rasputin grabbed her and pulled her up. He began to dance. His sharp claws tore Kitti's dress. She meowed and meowed, but he woodn't stop. Harry heard Kitti meowing and he came to rescue her from Rasputin. That made Rasputin really mad. He yowled that he would take one of Harry's nine lives. Then he left.

Harry made a plan that night. He made a trap for Harry. The other cats helped him dig a pit outside the club. Then they covered it with grass. The next night at the club, Kitti danced with Rasputin again. This time he . . . .

Al E. Cat uses his computer to edit.

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Student Activities

Vocabulary and Graphics Folders

Encourage students to set up a file that contains new or interesting words and graphics. These files can include spelling words, words they have found in books or other sources, and graphics they find interesting. Students will benefit from these lists during the editing and publishing process. Interesting words and graphics are a great way to spice up written work. Teach your students the many ways to layout their written work.

Comment and Check List Templates

Students benefit from working with their peers. The editing process is an essential time to pair up your students. While students are reading and correcting each other's work it is a good idea to provide them with some type of checklist or comments form. This can act as a reminder to check all areas of the writing and give the students suggestions to look at next time they need to edit.

☒ Do you have capital letters in the places they need to go?

☐ Is the spelling all correct?

☐ Is the punctuation correct: commas, periods, dialogue . . .

What is the best part of the story?

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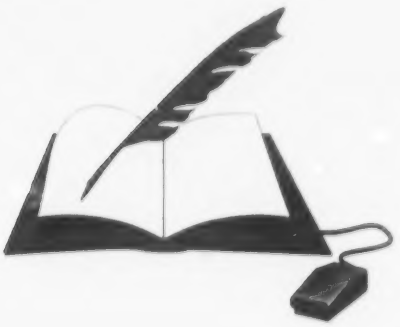
"Publishing" Folder:

-Final Copy
-Al E. Cat's Final Copy
-Student Activities
-Al E. Cat's Author Page



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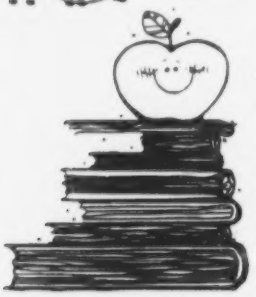
Final Copy

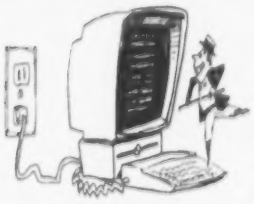


For the Teacher:

One of the last stages of the writing process is to write a final version of the work and share it with readers. Not all writing needs to go to that final stage but it is important for your students to see their work in published form. The students can add graphics, change the fonts, make an author's page or illustrate the stories to add to the publishing process. Once all of the changes have been made to their final drafts, have them print a copy of their work on a clean piece of paper. Your students can then share their works with partners, the class, their families, or the school!

For the Students:

You're almost finished! Now comes the fun part. Give your work a title and make sure your name is on it. Use the computer to produce a final copy of your work. Check it over one more time to make sure there aren't any errors. No matter how carefully you have edited on the computer screen, there still may be something you missed. If you missed something, fix it and print again. It is exciting to share your hard work with others. Once you are satisfied with your final work, GO READ IT TO SOMEBODY!!!!!!



Using the Computer:

This is the part of writing that makes the computer so great. It is easy to print a final copy of a story once it has been typed into a computer. You don't have to write it all over again. You can also use the computer to change the look of your story by changing the fonts and adding graphics.

DRAFT

Al E. Cat's Final Copy

Getting Rid of Rasputin
by Al E. Cat

Rasputin was the meanest, nastiest cat in town. Every day he would sharpen his claws so that he could scratch the smaller cats. All of the cats in Rasputin's neighborhood were afraid of him except for Harry.

Harry was a brave and handsome cat. He had a girlfriend named Kitti. Kitti and Harry liked to go dancing at the Feline Felicitations Nightclub.

One night Rasputin came to the club. When Harry went to get some catnip appetizers for Kitti, Rasputin grabbed Kitti and started dancing. She was terrified. Rasputin's sharp claws tore Kitti's dress. She meowed for him to stop, but he kept dancing and scratching. Harry heard Kitti meowing. He rushed over and stomped on Rasputin's tail. That made Rasputin let go. He started crying and holding his tail because he was really a scaredy cat.

Everyone laughed at Rasputin. That made him really mad. But he was afraid of Harry too, so he sneaked away. When he got to the door, he yowled, "I'll get you Harry Cat!" Then he disappeared.

Harry thought up a way to keep Rasputin from bothering any more cats. The other cats helped him dig a pit outside the club. Then they put grass over the top. The next night Rapsutin came to the club. His green eyes were full of hate. Kitti asked him to dance. She got him some chopped liver on crackers. Then she asked him to take a walk with her in the moonlight. She walked outside right next to the pit and Rasputin fell in. He yowled and meowed and hissed! He scratched and jumped and scratched! But he couldn't get out of the pit. In the morning, Harry and Kitti led a nice lady to where Rasputin was. She hauled him out of the pit and took him home to her house. She had the vet take out his claws so that he wouldn't scratch her furniture or her grandchildren. Now Rasputin lives inside the lady's house. He is fat and lazy and all of the grandchildren love him. He never hurts anyone. In fact, all the cats like him too, especially Harry and Kitti and their seven kittens. *a.k.a Laurie H. Fifield*

Al E. Cat uses his computer to print a final copy of his story.

DRAFT

Student Activities

Author's Page

Your students should be proud of their hard work. Help them personalize their writing by encouraging them to create authors' pages. The author's page should tell something about the author. It can include pictures, graphics, quotes, or acknowledgments.

Show your students the author flaps of various books to help them come up with ideas. If you have a scanner or digital camera, you can put the author's picture right on the computer screen. Once all of the author pages and writing works of the class have been completed, you can print and bind them into a book for use in the classroom or the library.

DRAFT

Al E. Cat's Author's Page

About the Author:

Al E. Cat

I grew up in the streets of Moscow, Idaho with my four sisters: Meow, Petunia, Yarn, and Whiskers.

I enjoy eating fish, playing chase, and spending time with my wife Kitti and our kittens.

I am currently writing my second book entitled The Ninth Life and working on a sequel to Getting Rid of Rasputin.

Al E. Cat uses his computer to make his author's page.

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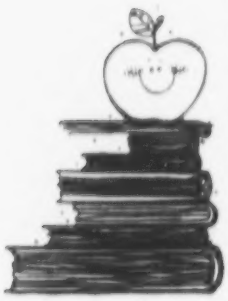
"Assessing" Folder:

-For the Teacher and Students

-Al E. Cat Reflects

DRAFT

Assessing and Reflecting



For the Teacher:

After completing a piece of writing, it is important for students to look back over the experience and assess what worked well and what was difficult. Ask the following questions about each activity:

Was the activity helpful?

What did you like about the activity?

How did the activity help you improve as a writer?

Ask them to save the answers so they can look at them next time they begin writing. It is important for you to look back over the students' writing process while evaluating their work. The evaluation of your students' writing should be a combination of all stages of the writing process.

For the Students:

Look back at the activities that you used to write your story. Write down the activities that went especially well and those that need improvement. You can use the computer to make a list of all of the activities and check those you should concentrate on next time.

_____Brainstorming ideas for my story
_____Making a web to help me add details
_____Using my web to free write
_____Making an outline to organize my thoughts
_____Writing my first draft
_____Writing leads and endings
_____Editing for punctuation and spelling

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Al E. Cat Reflects

__XX__ Brainstorming ideas for my story
__XX__ Making a web to help me add details
_____ Using my web to free write
_____ Making an outline to organize my thoughts
_____ Writing my first draft
__XX__ Writing leads and endings
_____ Editing for punctuation and spelling

Which part of the writing process was the most fun?

Brainstorming. I have lots of ideas for more stories.

Which part of the writing process will you do better next time?

My speling is awfull. I need to practise more. Im glad that I have a spel checker on the computer.

Al E. Cat uses his computer to check how well he did and to make notes for his next project.

DRAFT

Happy Writing.....

from the

Literacy Technology Project

And . . .

Al. E Cat